

Early Childhood Education

ECE Unit and Head Start State Collaboration Office



NEWSLETTER

OCTOBER 2012

Please share this publication with all of your preschool and related services staff (speech pathologists, occupational therapists, etc.) and other interested parties. Past publications are online.

Early Childhood and the Common Core Standards

By: Amy Corriveau

Arizona adopted the AZ *Common Core* standards in 2010 which has led to significant changes in education, including early childhood. Most notably is the change to the way the instructional staff help children access the new, rigorous expectations. The goal of the new standards is clear. We must create a system that ensures all children leave high school College and Career Ready.

Early Childhood preschool programs must intentionally create a strong foundation that allows children to fully access the kindergarten curriculum upon entry. One of the key ways that ECE educators can help prepare students is to utilize effective instructional strategies for young learners. As a field we must continuously improve our ability to provide *instructional supports* for students to evolve in their thinking. Every day children should have the opportunity to create and analyze charts and graphs as well as participate in science experiments and mystery boxes, and dramatic play. Adults working with young children must intentionally give children the opportunity to THINK.

The Early Childhood Education Unit is working to directly support the implementation of the AZ Common Core Standards in our state. The Early Learning Standards will begin a revision and realignment process to ensure links with the AZ Common Core for kindergarten. We are working with collaborating partners to offer professional development around effective instructional strategies and instructional supports. ADE is offering regional workshops for Administrators on building a strong assessment system. We are also providing meetings on the educational shifts required within the AZ Common Core Standards. ADE continues to work with state partners on a consensus definition of kindergarten readiness and identification of an appropriate kindergarten developmental inventory.

Please continually review the <http://www.azed.gov/azcommoncore/> for more information.

Identified Characteristics of students who are college and career ready:

- ◆ demonstrate independence and strong content knowledge
- ◆ respond to varying demands of audience, task and purpose
- ◆ comprehend as well as critique
- ◆ value evidence
- ◆ use technology and digital media strategically and capably
- ◆ understand other perspectives and culture

Lighthouse Programs

Laveen Elementary
Phoenix
602.237.9100

Sunnyside Unified
Tucson
520.545.2000

Flowing Wells Unified
Emily Meschler Early Learning Center
Tucson, AZ
520.696.8800

Isaac Elementary
Phoenix
602.442.2900

Peoria Unified
Phoenix
623.486.6470

Contact Juliana Panqueva to schedule a visit for ADE/ECE staff member to put your program on our Lighthouse Registry!!



Lighthouse Program #5

By : Debbie Pischke

The preschool program at Frontier Elementary is one of 15 sites housing Peoria Unified School District's Early Childhood Centers for Excellence in Learning (ECCEL). Four classrooms located on the Frontier campus serve typically developing and developmentally delayed 3-5 year olds. Two classrooms are led by a special education teacher and two classrooms are led by a general education teacher. All teachers are certified and highly qualified. Classrooms are mixed ages and abilities and general education classrooms are a 50/50 mix of special education and typically developing students. Additionally, special education classrooms accommodate up to three peer role models. Families in general education classrooms have the option for full day wrap around care from 6:45 a.m. to 4:30 p.m. Students with special needs are initially placed through the full time Preschool Assessment Team.

Financial support for preschool is provided through a braided funding model. Students are served using special education funds, First Things First Pre-K Scholarships, Quality First Scholarships, Title I McKinney Vento funding and parent paid tuition. Each classroom is a unique mix of funding depending on the students' needs.

Teachers at Frontier serve as program leaders in a variety of roles including mentoring student teachers, facilitating Professional Learning Communities and working on various committees. They collaborate with therapists, instructional assistants and administration to provide individualized instruction based on data from Teaching Strategies GOLD and IEPs. They are innovators with the use of technology for data collection. Every classroom is licensed by the Department of Health Services which allows children to move freely between classrooms for instruction or social experiences.

Teachers in all 40 classrooms on 15 campuses across Peoria School District participate in Professional Learning Communities of eight teachers which meet on a regular basis. They discuss the use of data in lesson planning, data collection using Teaching Strategies GOLD, classroom design and participate in a book study. The district offers six professional development days a year. All preschool staff (teachers, instructional assistants and therapists) participates in the morning sessions. In the afternoon teachers return to their home campus to join the site based professional development activities while the instructional assistants work as a group on specific activities designed for them. The Frontier program exemplifies the district's vision: Every Student, Every Day, Prepared to Meet Tomorrow!

Service Pages and Times of Instruction

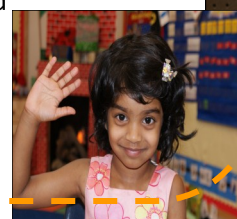
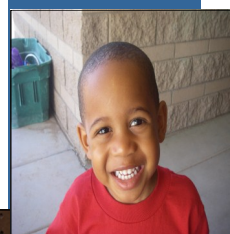
By: Val Andrews-James

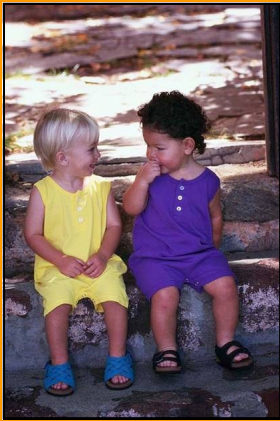
When identifying service times on the Individualized Education Program (IEP), consideration of how much time is needed to make progress on goals is a main component. It is important to identify the specific “specialized” preschool special education services that the child will receive (e.g. cognitive, communication, adaptive, social-emotional and/or motor). In order to collect state average daily membership (ADM) monies a child must participate in a **program** the IEP team chooses as LRE a minimum of 360 minutes over three days per week. Thoughtfully determine the amount of services the child would need to make progress on goals, not necessarily the time the child is in the program.

Special Education Services	Time	Location	Staff
Preschool cognitive, communication, social/emotional, behavioral & adaptive instruction and carry over skills for SLP, OT and PT goals.	120 min/week	Head Start Classroom	ECSE Teacher
Related Services	Time	Location	Staff
Artic Therapy & Language Therapy	60 min/week	Head Start Class and/or SLP room	SLP
Occupational Therapy	20 min/week	Head Start Class and/or sensory room	OT
Physical Therapy	10 min/week	Head Start Class and/or playground	PT
Transportation	Daily	Door to Door; Front of complex	Bus Driver
Supports for School Personnel	Time	Location	Staff
SLP Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	SLP/Head Start Team
OT Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	OT/Head Start Team
PT Consultation at team meetings to assist in implementing/reinforcing goals.	1 hour/month	Head Start Class	PT/Head Start Team
Assistive Technology Consultation and training on PECS and electronic device.	Ongoing coaching quarterly.	Head Start Class	AT Team, Head Start Teacher, Teacher Assistants
Communication & Literacy Development Trainings	4 times/year	Head Start Class	ECSE Team/Head Start Team

Times should add up to the total time of services. Caution: do not put the amount of time the program runs. For instance, Head Start may be in session 5 hours, 5 days per week, which would make it appear the child needs that amount of services to make progress on the goals. It is not appropriate to say you are providing a minimum of 30 minutes of a service per week, but really that is a minimum and you'll do more. If you do more, you are further restricting the child's environment and the time you say you are adding doing is not reflected on the IEP. Most complaints from parents come when they find out something is happening and it is not on the IEP (or the IEP and it's not happening!). See sample above.

“Fairness is not everyone getting the same thing. Fairness is when every child gets what they need.”





*Kindness is
the language
which the deaf
can hear and
the blind can
see*

~Mark Twain

ECQUIP on ALEAT

- * The [Early Childhood Quality Improvement Process](#) and rubric of quality will soon be available on the ALEAT (Arizona Local Education Agency Tracker) system. Programs who will be monitored this year will be submitting their documents now. All other programs will be able to submit their ECQUIP process beginning on November 2nd.
- * ALEAT can be found on ADE Common Log On.
- * Districts will need to determine and assign who is responsible for uploading ECQUIP items (Enhancement Plan, Agendas and Meeting notes) to the ALEAT System and obtain permission to be a submitter.
- * To use ALEAT the individual from the LEA must have access to Common Logon found on the ADE website. The authorized LEA signatory must contact the ADE at Enterprise@azed.gov to authorize Common Logon access for the employee. Then the LEA administrator in ALEAT can go into Setup & Maintenance to add users and provide invitation codes.

Questions? ALEAT@azed.gov or call 602.542.4353

Early Childhood Annual Survey

The Arizona Department of Education annually surveys school districts as part of our effort to provide “Knock Your Socks Off Customer Service”. It is important for us to know what we are doing well and what we need to improve. As a way to measure our service to you and your needs, the Annual Survey that applies to the Early Childhood Education Unit will be sent in February. Please watch for the Early Childhood Education Survey in **February of 2013!** Your input will be greatly appreciated!!!

ChooseMyPlate.gov

The Center for Nutrition Policy and Promotion, an organization of the U.S. Department of Agriculture, was established in 1994 to improve the nutrition and well-being of Americans. Toward this goal, the Center focuses its efforts on two primary objectives:

1. Advance and promote dietary guidance for all Americans, and
2. Conduct applied research and analyses in nutrition and consumer economics.

Check out the ChooseMyPlate.gov and check out all the healthy information that is available to children and families.



Announcement of Opportunity for Participation in Arizona Statewide Early Childhood Autism Project



In cooperation with STAR Autism Support® and the Early Childhood Education Unit we are excited to offer a **free** professional development and on-site coaching opportunity. Our goal is to build the capacity of district early childhood autism teams to work with children who have or are suspected of having an Autistic Spectrum Disorder (ASD). The most recent estimates from the Center for Disease Control and Prevention indicate that about 1 in 88 children nationally have been identified with an ASD. Early identification and effective, evidence-based interventions during these early years of rapid brain and behavior development are imperative to improve outcomes for children diagnosed or who are suspected of having an ASD. Using evidence based strategies to teach “learn how to learn” skills within a quality preschool environment, we can make a huge difference in preparing children with ASD for kindergarten and beyond!

For details, please access the flyer and competitive application on our website. [FLYER/APPLICATION](#).

The application due date is **December 1st** to the ECEInBox@azed.gov

Awarded teams will be notified by December 14th. If you have questions, please contact [Val Andrews-James](#) at the Early Childhood Unit **602.364.1530**.



The Autism Awareness Ribbon

The puzzle pattern of this ribbon reflects the mystery and complexity of autism.

The different colors and shapes represents the diversity of people and families living with this disorder.

The brightness of this ribbon signals hope - hope through research and increasing awareness in people like you.



Instructional Strategies

By : Terry Doolan

The walls of an early childhood classroom are a crucial part of the environment and activities experienced by children each day. They serve as one statement to children and parents about what teachers think is important. Everything on the walls should have an intentional, educational purpose. They should extend the children’s learning experiences. When materials are placed at a child’s eyelevel, they can help children to recall past experiences and reinforce learning. Items displayed on the walls should be meaningful to children and they should have the opportunity to place their own work on the walls where they want it. After all, this is their learning community. Seeing their own work or pictures displayed creates a sense of pride in children. Classroom displays should be changed frequently to match what is currently going on in the classroom. Chapter 6 in All About ECERS-R is devoted entirely to this important topic. Please read the full [“Read Your Walls”](#) article.

NO



WORKSHEETS



*The best and most
beautiful things in
the world cannot
be seen or even
touched ~ they
must be felt within
the heart.*

~ Helen Keller

Changes to IDEA Part C Regulations

by Kathy Coloma

The Individuals with Disabilities Education Act (IDEA) Part C regulations were revised in the Fall of 2011 and the required changes to Transition from Early Intervention to Preschool are now in place. Refer to the ADE/ECE website at <http://www.azed.gov/early-childhood/preschool/>

[preschool-programs/ecse/early-intervention-transitions-part-c-to-part-b/](#) for additional details and updated professional development materials. Make sure your Transition Practices and Procedures include the most recent requirements.

Highlights of the changes:

- * PEA Notification/Referral Forms are copied to ADE by Service Coordinators.
- * Transition Meeting timing is now based on the date of AzEIP Eligibility.
- * Parent opt-out has changed to 2.8. Mandatory PEA referral takes place by 2.9 unless the parent has opted-out in writing.

Part C to Part B Early Intervention Transitions by Val Andrews-James

Arizona Early Intervention Program (AzEIP) Service Coordinators, AzEIP Service Providers and Local Education Agency (LEA)/School Districts), once again,

YOU ROCK!

Arizona demonstrates 99% compliance for Early Intervention Transitions being completed by the child's age of 3. This means that any child who has received Individuals with Disabilities Education Act (IDEA) services in the Arizona Early Intervention Program (Part C of IDEA) has been determined eligible (or ineligible) for a Part B of IDEA Preschool Program and had an Individual Education Program (IEP) written by age 3.

This represents a massive amount of work with families and between multiple state agencies to meet compliance for the State Performance Plan (SPP) and Annual Performance Report (APR). This data will be reported in the APR on February 1, 2013.

Public School Leadership Alliance for Young Children
(formerly known as Early Childhood Consortium)

The PLAY Group met on October 15, 2012 and discussed issues such as upcoming certification changes, Teaching Strategies GOLD, Reading LETRS and Foundations Training. ADE looks to the consortium as a stakeholder group.

If you are interested in being a part of this exciting, dynamic and active group and would like to be added to the listserv in order to receive e-mails and meeting information, please contact:

Kim Freehan
Early Childhood Specialist
Mesa Public Schools
kafreeha@mpsaz.org

Next Mtg Dates

Nov 7

Jan 10

Feb 13

April 11

May 8

88%

*The number of
students who failed
to earn a high
school diploma
that were
struggling readers
in 3rd grade*

Students who
cannot read by
the end of the 3rd
grade are four
times more likely
to drop out of
high school

Raising Special Kids

Raising Special Kids (RSK) is one of 100 national Parent Training and Information (PTI) centers funded by the U.S. Department of Education established under Part D of IDEA to provide families and schools with information and training in special education. This non-profit agency has been providing assistance to Arizona families of children with special needs for the past 33 years! Raising Special Kids' Core Mission is Family to Family Support, Parent Leadership Development, Parent and Professional Partnership; and serving families of diverse language and culture. They also provide training in Special Education areas like Early Intervention Transition to Preschool, IEP and 504 Plans and provide consultation for families in Spanish and English. Best of all, these services are free for families! Refer parents to RSK at one of the following locations to increase family awareness of the Special Education process.

Phoenix Office

602-242-4366 /800-237-3007
Fax: 602-242-4306

Flagstaff Office

928-523-4870

Tucson Arizona

520- 441-4007/
800-237-3007
Fax: (520) 441-8981

Email: info@raisingpecialkids.org

Early Childhood Education Contact Information

**Amy Corriveau, Deputy Associate Superintendent &
Head Start State Collaboration Director**

602-364-1530

Amy.Corriveau@azed.gov

**Terry Doolan, Director
Early Childhood Education**
602-542-1137

Terry.Doolan@azed.gov

**Val Andrews-James, Director
Early Childhood Special Education/619**
602-364-1530

Val.Andrewsjames@azed.gov

Teaching Strategies GOLD questions, contact:

Holly Ford, ECSE Program Specialist
602-542-2790

Holly.Ford@azed.gov

AzEIP Alerts and Early Intervention Transitions ques-
tions, contact:

Kathy Coloma, ECSE Program Specialist
602-542-8732

Kathy.Coloma@azed.gov or C2BInbox@azed.gov

Juliana Panqueva, Admin. Assistant
602-364.1530

Juliana.Panqueva@azed.gov

Pat Immele, Financial Program Specialist
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Pat.Immele@azed.gov

Alma Quintana, Project Specialist
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Alma.Quintana@azed.gov

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Alison Keough, Program Specialist
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Alison.Keough@azed.gov

Brenda Mann, Program Specialist
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Brenda.Mann@azed.gov

Susan Lewis, Program Specialist
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Susan.Lewis@azed.gov

Lauren Preston, Program Specialist
602-542-1102

Lauren.Preston@azed.gov

Nicol Russell, PD Program Specialist
602-542-1113

Nicol.Russell@azed.gov

Tina Sykes, Program Specialist
602-542-2790

Tina.Sykes@azed.gov

Willette Watts, Program Specialist
602-542-3143

Willette.Watts@azed.gov

Great Resources

[Exceptional Student Services
\(ESS\) Data Event Calendar](#)

*Beyond the Bake Sale: The Es-
sential Guide To Family/School
Partnerships (book)*

Reminders

Next GOLD Checkpoint
2/8/13

[Healthy Childcare Consultants](#)

[OSEP English to Spanish
Translation Glossary](#)

